CHAMINADE UNIVERSITY OF HONOLULU
M.ED. COURSE SYLLABUS
EDUC 794 Culminating Experience
Fall Online 2013
Oct 7 – Dec 19, 2013
EDUC 794-90-3: Culminating Experience, 3 credits, online
EDUC 794-91-3: Culminating Experience, 3 credits, online

TITLE:	**CHAMINADE UNIVERSITY OF HONOLULU** **M.ED. COURSE SYLLABUS** **EDUC 794 Culminating Experience** **Fall Online 2013** EDUC 794-90-3: Culminating Experience, 3 credits, online EDUC 794-91-3: Culminating Experience, 3 credits, online
INSTRUCTOR:	Dr. Chris Cavanaugh, EdD, SPHR, CPT President and Executive Consultant, Pathseekers II, Inc. (Home) Pathseekers2@yahoo.com (University) christine.cavanaugh@adjunct.chaminade.edu Chapel Hill NC, and Washington DC
OFFICE HOURS:	By Appointment via Conference Call (please email to the following emails for an appointment) (University) christine.cavanaugh@adjunct.chaminade.edu (Home) Pathseekers2@yahoo.com
TIME and LOCATION:	Online via eCollege
TEXTBOOKS:	Required (Available in Book Store): American Psychological Association. (2010). Publication manual of the American Psychological Association. (6th ed.). Washington, DC. Additional Resources (required in prerequisite course/in Library for Reference): Galvan, J. (2010). Writing literature reviews: A guide for students of the social and behavioral sciences (4th ed.). Glendale, CA: Pyrczak Publishing. Slavin, R (2007). Educational research in an age of accountability. Boston, MA: Pearson Education.
LIVETEXT:	Submission of Signature Assignment requires a LiveText account. Login to LiveText at www.livetext.com If you do not have a LiveText account, contact the Education Division For technical assistance with LiveText, contact support@livetext.com Expect a 24-hour response time.
eCOLLEGE:	Your "online classroom" is eCollege! Go to: http://chaminade.ecollege.com/ User ID: 7-digit CUH student number Password: Last 4 digits of your SSN Click on the Academics PSH Tab at the upper left (under the Chaminade logo). If you do not see your course listed or have difficulty logging in, please contact Jon Nakasone at jnakason@chaminade.edu For technical questions: Contact the Chaminade eCollege helpdesk at helpdesk@chaminade.ecollege.com, or call (866) 647-0654.

CATALOG DESCRIPTION:	Capstone course that draws upon principles, methods, and content acquired throughout the M.Ed. experience. Purpose behind the course is to produce an original work that demonstrates one's ability to analyze and synthesize major ideas and principles gained in the core and emphasis courses, thereby providing the necessary framework to help candidates succeed in producing a graduate level culminating product.		
MAJOR COURSE TOPICS	1. Reflection on M.Ed. or M.A.T. experience 2. Capstone project 3. Life-long learning		
PROGRAM LEARNING OUTCOMES (PLO):	*The Education Division's mission is to foster the development of knowledgeable, proficient, and reflective teachers and educational leaders.* **Upon completion the successful graduate will:** 1. demonstrate and analyze his/her own professional and intellectual development and its relationship to best practices in education (**REFLECTIVE PRACTICE**); 2. differentiate between and critique major learning theories currently driving the field as important empirical, historical, philosophical and conceptual studies (**THEORY**); 3. apply research-based practice characterized by caring, mutual respect for diverse populations (**DIVERSITY**); 4. design and assess learning activities that allow for the construction of meaning, and promotion of self-responsibility for learning (**DESIGN**); 5. critique and analyze academic literature and research methodologies (**SCHOLARSHIP**) ; 6. demonstrate the ability to compose academic prose for a variety of audiences including peers, professors, and the larger professional community (**COMMUNICATION**); and 7. demonstrate ability to engage in and facilitate academic and professional dialogue within a community of learners (**LEADERSHIP**).		
COURSE LEARNING OUTCOMES:	**Outcomes**		**How will outcome be achieved?**
	1. Reflect on professional growth in knowledge, skills and dispositions (PLO 1) 2. Broaden understanding of educational issues and proposed solutions (PLO 2) 3. Produce a review of literature that demonstrates one's ability to analyze and synthesize major ideas, principles and research in an educational topic (PLO 5,6) 4. Plan for life-long learning (3,7)		1. Discussions 2. Discussions; Literature review; Peer Reviews 3. Signature assignment: Literature review 4. Reflection paper
GRADING SCALE:	A = 92 or above B = 82-91 C = 72-81 F= 69 or lower		

ACADEMIC REQUIREMENTS:

Assignment (alignment to PLOs)	Points	Description/Rubric	Submission
Discussion Forums (PLO 2)	10	Participate in five discussion forums based on prompts posted in eCollege (You must submit and respond to colleagues to receive full credit 2 pts ea)	eCollege discussions
Document Review (PLO 6)	5	You will receive 1 participation point for accessing each of these: (1) Literature Review Overview PPT; (2) Sullivan Library Tutorial; (3) Sample Literature Review Paper; (4) Literature Review Template; (5) APA Guidelines PPT	eCollege
Progress Report(s) (PLO 1,7)	10	Submission of literature review progress report based on prompts provided in eCollege	eCollege Dropbox
Literature Review Rough Draft (PLO 5,6)	10	Produce a rough draft of a review of literature that demonstrates your ability to analyze and synthesize major ideas, principles and research in an educational topic.	eCollege Dropbox
Literature Review Final Draft (PLO 5,6)	60	Produce a review of literature that demonstrates your ability to analyze and synthesize major ideas, principles and research in an educational topic. **Note: You may not submit a paper or project that has been submitted for a previous course, though you may build on a previously submitted paper.**	LiveText
Reflective Paper: Life-long Learner Paper (PLO 3, 7)	5	How will you continue to grow professionally? Describe a specific plan that may include being an active member in a professional organization, continued reading, coursework, professional development, conducting action research, etc. This paper should be 2-3 double-spaced pages, and does not need to include references.	eCollege Dropbox
Peer Review (PLO 2,7)	1-5 (Extra Credit)	Submit a copy of your rough draft to the Peer Review Forum AND review a peer's rough draft based on the criteria provided in eCollege	eCollege discussions

SCHEDULE OF ACTIVITIES			
Date	**Learning Area**	**Assignments DUE!** **Points will be deducted for late assignments!**	**Review Readings** **Complete Review for Next Week/Unit**
Unit 1 Week of Oct 7-13	Welcome, Introduction, and Overview	1. Review Syllabus 2. Review Reading Course Materials 3. Begin Document Review (submit email NLT Dec 8th) 4. Email a one paragraph BIO to instructor by Oct 14 to share with class.	*Galvan, J. (2012) Writing Literature reviews: A Guide for students of social and behavioral sciences (4th ed.) Glendale, CA: Pyrczak Publishing --* **Chapters 1-4** ____ *Slavin, R (2007) Educational research in an age of accountability. Boston, MA: Pearson Education –* **Part I -- Chapter 1**
Unit 2 Week of Oct 14-20	Literature Reviews: Part 1 Topics and Guidelines	#1 Discussion online -- "Reflections on Professional Growth" (2 pts) *(Submit your threaded discussion (TD) #1 due between Oct 14-Oct 27)* *NOTE: All assignments are due to instructor by 5pm Eastern Standard Tim (EST) by the last dates listed)*	*Galvan, J. (2012) Writing Literature reviews: A Guide for students of social and behavioral sciences (4th ed.) Glendale, CA: Pyrczak Publishing --* **Chapters 5-8** ____ *Slavin, R (2007) Educational research in an age of accountability. Boston, MA: Pearson Education –* **Part II -- Chapters 2-4**
Unit 3 Week of Oct 21-27	Literature Reviews: Part 2 Quantitative Research	**Progress Report #1 - Submit to Instructor your Lit Review Research Question/Topic** (5 pts) *(Due Oct 27)*	*Galvan, J. (2012) Writing Literature reviews: A Guide for students of social and behavioral sciences (4th ed.) Glendale, CA: Pyrczak Publishing --* **Chapters 9-14**
Unit 4 Week of Oct 28-Nov 3	Literature Reviews: Part 3 Qualitative Research	#2 Discussion online – "Reflections on Intellectual Development" (2 pts) *(#2 TD due Oct 28-Nov 10)*	*Slavin, R (2007) Educational research in an age of accountability. Boston, MA: Pearson Education –* **Part II -- Chapters 5-6**
Unit 5 Week of Nov 4-Nov 10	Literature Reviews: Part 4 Planning and Implementing Research	**Progress Report #2 - Submit to Instructor your Lit Review Progress Report** (5 pts) *(Due Nov 10)*	*Slavin, R (2007) Educational research in an age of accountability. Boston, MA: Pearson Education –* **Part III -Chapters 7-9**
Unit 6 Week of Nov 11-Nov 17	Data Analysis	#3 Discussion online -- "Reflections on Theory, Design, and Best Practices" (2 pts) *(#3 TD due Nov 11-Nov 24)*	*Slavin, R (2007) Educational research in an age of accountability. Boston, MA: Pearson Education –* **Part IV -- Chapters 10-12**
Unit 7 Week of Nov 18-Nov 24	Reporting and Writing	** Submit Lit Review FINAL Draft** (10 pts) *(Due Nov 24)*	*Slavin, R (2007) Educational research in an age of accountability. Boston, MA: Pearson Education –* **Part V -- Chapters 13-14**
Unit 8 Week of Nov 25-Dec 1	Feedback and Drafts	#4 Discussion online -- "Reflections on Diversity and Communications" (2pts) *(#4 TD due Nov 25-Dec 8)* **Submit Paper for Peer Reviews** (Extra Credit – Due by *Dec 8*)	*Slavin, R (2007) Educational research in an age of accountability. Boston, MA: Pearson Education –* **Part VI – Chapter 15**
Unit 9 Dec 2-Dec 8	Editing	Document Review (5 pts) *(Due Dec 8)*	
Unit 10 Dec 9-15	Recommendations and Conclusions	#5 Discussion online -- "Reflections on Educational Leadership" (2pts) *#5 (TD due Dec 9-Dec 18)*	
Unit 11 Dec 16	Completed Final Report	**Literature Review Final Version DUE **Mon Dec 16 @ 5pm EST** *(60 points)*	FIANL PAPER DUE IN LIVE TEXT!! By 5pm Eastern Standard Time
Dec 18	LAST DAY OF CLASS	**Reflection Paper Due** (5 pts) *(Due by December 18th by 5pm EST)*	

POLICIES:

Attendance:
This is a three-semester hour class, which would usually meet one night a week for approximately 4 hours (10-week accelerated semester). In addition, outside assignments may be expected to require two hours for every hour of class time. Online classes will have time for online discussion as well as other assignments equivalent to the time required for an on campus class. However, it must be recognized that online classes may take more time than traditional classes, depending on the speed of the technology used, the expertise of the user, and other factors. You can therefore expect to spend 8-12 hours per week on this class.

Students are expected to attend regularly all courses for which they are registered. **Attendance in online means logging in and responding as directed by the specified deadline.** Students should notify their instructors when illness prevents them from attending class, and make arrangements to complete missed assignments. Notification may be done by calling the instructor's campus extension, or by sending an email to the instructor. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

The Education Division has adopted the following attendance policy:
1. Absences totaling more than 10% of the number of classes will result in a lowering of the overall grade by one letter grade. A student who misses 20% or more should drop the class. (Graduate (10 classes): More than one absence lowers grade one letter.)
2. Tardy: 10% of class time is equivalent to ½ class absence. (Graduate (4 hour class): 30 min. = ½ class absence

Late Policy:
- Assignments are due on the date indicated in eCollege, unless changes to the due dates are announced on the eCollege email and/or Virtual Office forum. For each 24 hour period (including weekends) work is handed in late, the overall grade for that assignment will be deducted by 10% of the total possible points (e.g., if the total possible points for an assignment are 10, you will lose 1 point per day, etc.). No late work will be accepted later than 5 days from due date.
- The signature assignment will not be accepted late.
- Late points may be waived if there are documented extenuating circumstances (e.g. medical emergencies). It would be helpful if you contacted me BEFORE the assignment's due date.

Writing Standards
All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and concisely.
3. Adopt modes and styles appropriate to their purpose and audience.
4. Be clear, complete, and effective.
5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism.

Plagiarism - "Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and may include, but is not limited to, the following:

1. Complete or partial copying directly from a published or unpublished source without proper acknowledgment to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgment of the source of a text is always mandatory.
2. Paraphrasing the work of another without proper author acknowledgment.
3. Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.

Please refer to your **Student Handbook, General Catalog,** and the **Education Division Policy Manual** for other important institutional and academic policies including more detailed information regarding Plagiarism, Classroom department, Freedom of Expression, Add/Drop, Disabilities, and others.